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The purpose of this study was to develop a tool which would have practical value to counselors in diagnostic work dealing with underachievers. The Special Incomplete Sentences Blank (SISB) was developed as a means of providing students with latitude for expressing their feelings regarding issues which may concern them. Subjects were selected from the sophomore class of a boys' Catholic high school. They were selected on the basis of grade point average, intelligence quotients, and reading test scores. After being administered to a group of low, under, and high achievers, the SISB showed that when compared to the two former groups, high achievers: (1) consider school less burdensome, (2) have a higher self value, and (3) are not as rebellious toward authority. Other differences are noted. Of special interest is the finding that bright under achievers do not differ from low achievers in most dimensions investigated. It appears that this test shows promise as a diagnostic tool, and as an aid to counseling students. Scoring criteria for the SISB is included. (Author/KJ)

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A DIAGNOSTIC AID TO FACILITATE COUNSELING WITH ACADEMIC UNDERACHIEVERS

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Most literature dealing with bright academic underachieving high school and college students has been more concerned with identifying variables relating to underachievement than with therapeutic aspects. One possible explanation for this imbalance is that attempts to deal effectively with this problem in a group setting have not been very encouraging as revealed by Broedel, Ohlson and Proff (1960), Cohn (1963), and Winborn and Schmidt (1965) to name just a few. On the other hand, attempts by Goldburgh and Penney (1962), Roth (1967) and Thelan and Harris (1968) proved successful.

A major difference between the unsuccessful and successful researchers was that the former treated underachievers as a homogeneous group when the groups were probably heterogeneous. That is to say, although symptoms of underachievement were the same (low G.P.A.), underlying dynamics resulting in underachievement may have been quite different for each student. By erroneously assuming homogeneity, it heightens the risk of creating a "We're not talking about my problem" attitude among participants.

Authors who reported evidence that group counseling was effective in improving underachievers' attitudes toward school apparently recognized that causes for underachievement differ for each individual. Accordingly, they focused their counseling efforts on personality variables which were common to every subject in their groups.

In the study by Thelan and Harris (1968), the Sixteen Personality Factor Questionnaire and a rating scale were employed as diagnostic tools. While these measures may have some <u>general</u> diagnostic value, they are not

designed to pinpoint specific underachiever problems. Roth's (1967) treatment approach was based upon "a set of assumptions about the psychodynamics of underachievement." Although his assumptions may have been reasonable, they were still assumptions; the risk of committing errors of generalization was a strong possibility.

In the face of these diagnostic weaknesses, the writer set out to develop a tool which would have practical value to counselors in dealing with underachievers. To serve this purpose the new instrument needed to meet the following objectives: 1. it had to pin-point an underachiever's specific areas of difficulty, 2. it would need to take into consideration most, if not all, of the dimensions which have been found to be related to underachievement, 3. it would need to be easily scored and 4. it would need to give the student an opportunity to freely express his problems relative to each area of difficulty. Implied in the fourth objective is the assumption that underachievers who want to be helped will be honest in their responses. By the same token, those who are not interested in changing their pattern of behavior will not be truthful in their responses; they will either hedge or give "right" responses.

METHOD

Development of the Special Incomplete Sentences Blank

Sutherland (1952) employed a sentence completion technique to investigate the relationship between certain personality factors and scholastic achievement. Her theoretical position was that the technique allows an investigator to structure the stems to obtain material relevant to the exact questions raised (this position is also held by this writer). She

employed 50 stems - all but a few had specific focus - which were aimed at: 1. eliciting attitudes toward the father, and 2. testing a hypothesis that aggressive feelings will be a source of guilt more frequently among underachievers than in the total population.

Stems were phrased in the third person, personal pronouns, and boy's names; also sentences were phrased to present a concrete situation. Examples: 1. When he saw his father coming he _____, 2. George would have done anything to forget the time he _____, and 3. When Jack really became angry, he _____. The author concluded that "the sentence completion test is helpful for testing hypotheses raised as a result of more complete personality studies."

The Special Incomplete Sentences Blank was developed by this writer as a means of providing students with latitude for expressing their feelings regarding issues which may concern them. It was felt that the traditional forced choice, and even scaling techniques, are too constricting; the items do not allow respondents sufficient freedom of expression. In addition, such techniques do not allow an individual the option of responding with qualifying statements. For example, he cannot say "this statement is more descriptive of me than that one; but to be <u>accurate</u> I would modify this statement to read ..."

The first step in developing the Special Incomplete Sentences Blank was to bring together, in some orderly form, all the characteristics which have been attributed to underachievers by at least two investigators. These were classified into seven categories, as suggested by Taylor (1964). A composite list of these traits is shown in Table 1.

TABLE 1

CHARACTERISTICS OF UNDERACHIEVERS WHICH HAVE BEEN CITED BY AT LEAST TWO INVESTIGATORS

Free-Floating Academic Anxiety

1. Energy output is diffused rather than directed toward specific goals; lacks persistence.
2. Difficulty in paying attention in class.
3. Difficulty in studying.
4. Denies normal shortcomings, attempting to maintain a superior self-image.
5. Approaches situations with a great deal of trepidation; and is afraid of trying because of either fear of failure or fear of succeeding.
6. Emotionally immature, focusing on the emotional turmoil of a situation rather than its challenge.
7. Lacks desire (or ability) to put forth effort at the very time when effort is required.

Negative Self-Value

1. Feels inadequate and lacks self confidence.
2. Not willing to accept responsiblity of self-disciplined action.
3. Sees self as suffering hero.
4. Self-concept of ability is related to what significant others think of his ability.
5. Does not feel well liked or accepted by others.
6. Sees self as lazy.
7. Withdraws from competition (because of fear of failure).
8. Self-concept is confused between what he thinks he can do and what he is really able to do.
9. Inordinately high as well as rigid and perfectionistic standards; feels he should achieve at high level with little effort.
10. Prefers not to do best rather than risk losing unrealistic self-concept.

Hostile Authority Relations

1. Underachievement is an expression of rebellion.
2. Negative attidues toward school and critical of educational methods.
3. Adult world seen as threatening.

Negative Interpersonal Relationships

1. Withdrawn, disinterested in others, and apathetic in relationships with others.
2. Blames others for difficulties, mistakes and failures.
3. Suspicious and fearful of others.
4. Easily disappointed.

Independent-Dependent Conflict

1. Strong need to please authority figures rather than self.
2. Actively seeks attention - if this is not received negative relations may follow.
3. Wants opinion of others, but resents when it is given.
4. Gives impression of being independent when he is not.

Socially Oriented Activity Patterns

1. Lacks motivation and interest in academic area.
2. Stronger social or athletic interests than academic interests.
3. Strong affiliation needs.
4. Impetuous, and generates more physical than mental energy.
5. More self-oriented than task oriented.
6. Not willing to make personal sacrifices necessary in academic pursuits.

Unrealistic Goal Orientation

1. No stated goals or objectives.

2. Difficulty in working for distant goals; needs to see immediate results of his efforts.

3. Lacks stick-to-itiveness to complete assigned tasks.

4. Has goals without deliberating on means for achieving them.

Miscellaneous

1. Lacks basic academic skills, e.g. reading and study habits.

2. Career aspirations are beneath potential.

Extending the major assumptions advanced by Sutherland, and using Taylor's seven-category framework -- plus an eighth and ninth called "academic skills and career aspirations" -- 89 structured stems (later reduced to 69) were created. Classification of items into the categories was done on an intuitive basis rather than by statistical analysis.

Design of Study

S's were selected from a list of high school sophomores attending a Catholic school for boys in a northern suburb of Chicago. Initial screening was based upon the following available data: 1. three final sets of G.P.A.'s - one for each semester, 2. I.Q.'s based upon Otis Classification Tests which were given to these students during eighth grade, and 3. scores from the Iowa Silent Reading Test, given during their sophomore year.

Those selected for this study were given the School College Ability Test (SCAT) form 2A (1957), the Otis Quick Scoring Mental Ability Test Gamma (1939) and the Special Incomplete Sentences Blank (Grossman, 1966). Relevant data regarding the groups studied are summarized in Table 2 below.

Table 2

COMPOSITION OF GROUPS STUDIED

Group	Mean GPA	Mean Otis IQ	Mean SCAT Scores V=60	Q=50	T=110 (Number of items)
I (Underachievers N=33)	1.6	124.3	49.7	40.0	89.8
II (Low achievers N=16)	1.6	104.9	31.6	26.4	58.0
III (High achievers N=25)	3.3	128.6	50.8	44.3	95.0

As expected, statistical analyses revealed the following: 1. Groups I and III are not statistically different in terms of IQ, verbal and total SCAT scores. However, their GPA's were significantly different at the .001 level of confidence, 2. GPA's of low and underachievers were not significantly different, while IQ and SCAT scores differed significantly at the .001 level of confidence.

These data clearly illustrate that: 1. under and low achievers perform identically when GPA is used as a standard, 2. in terms of IQ and total SCAT scores under and high achievers are the same, and 3. high achievers differed significantly from either group in terms of GPA.

RESULTS
(Analysis of Sentences Completion Test)

Introductory Comments

As suggested earlier, the stems for this test were chosen on the basis of their potential to yield information relevant to the dimensions listed on Table 1. When the final list of stems were compiled it appeared that a total of nine dimensions or factors could be isolated. This judgment was made intuitively rather than statistically.

At this stage of development the Sentences Completion Test was not considered to be a refined instrument. Rather the writer's purpose was to determine whether one test was capable of generating information which might be helpful in counseling studnets. No attempt was made to determine in advance which of the sixty-nine items were of discriminating value; scoring criteria were developed from the experimental groups originally studied. In addition, because this writer served as the sole judge, scoring reliability could be questioned.

Each item within a factor was scored as a "plus" if the responses indicated a positive attitude, "minus" if it reflected a negative attitude, "zero" if the item was unscorable, and NA if the stem was not completed. Scoring criteria for each factor are available upon request.

Statistical Analysis

The results obtained from this test, which were analyzed in terms of frequencies and percentages, were subjected to Chi-Square tests according to procedures outlined by McNemar (1962). The writer was mainly concerned with the qualitative usefulness of the Incomplete Sentences Test. Furthermore, the preliminary analysis, focussed upon the discriminating value of each factor rather than the individual items. It should be noted that not all the items within a factor were analyzed. This decision was based upon one of two reasons: 1. These items asked for a negative response, e.g. "I am afraid to try anything that _____" (these items may have value in counseling students, but they present scoring difficulties), 2. They produced a preponderance of "zero" responses, e.g. "For me, paying attention in class _____."

The results for the factors and items which were analyzed (Table 3) indicated that all factors except those labeled "Authority Relations" and "Career Aspirations" discriminated Groups I and II from III at the .001 level of confidence. On the former factor the significance level was .01 and on the latter factor no significant difference between the three groups could be found. In addition, there was only one significant difference between Groups I and II; this was on the factor labeled "Academic Skills".

TABLE 3

FACTORS AND ITEMS OF SENTENCE COMPLETION TEST WHICH WERE ANALYZED

	Total Group Responses					
	I	(U-A) (%)	II	(L-A) (%)	III	(A) (%)
Academic Anxiety	+ 47	(28)	19	(24)	82	(66)
Items: 1,2,3,44 and 45	- 96	(58)	50	(62)	37	(30)
Self Value	+121	(46)	58	(45)	142	(71)
Items: 4,5,7,12,41,46 66,67	-123	(47)	48	(37)	47	(23)
Authority Relations	+ 70	(53)	39	(61)	76	(76)
Items: 8,9,37,48	- 54	(41)	17	(26)	19	(19)
Independence-Dependence Attitudes	+ 55	(56)	26	(54)	57	(76)
Items: 14,50,64	- 30	(30)	18	(37)	9	(12)
Activity Patterns	+200	(43)	110	(49)	268	(77)
Items: 11,13,20,23,27, 35,36,42,47,51, 53,57,62,63	-223	(48)	95	(42)	70	(20)
Goal Orientation	+117	(44)	66	(52)	148	(74)
Items: 19,22,28,29, 31,56,61,68	-127	(48)	54	(42)	41	(21)
Career Aspirations	+ 22	(67)	11	(69)	19	(76)
Item: 21	- 7	(21)	2	(13)	3	(12)
Academic Skills	+136	(59)	55	(49)	134	(77)
Items: 24,25,26,43,52 55,60	81	(35)	47	(42)	31	(18)

DISCUSSION AND CONCLUSION

The Special Sentence Completion Test, which was administered to a group of low, under and high achievers, demonstrated that when compared to the two former groups high achievers: 1. consider school less burdensome and threatening, 2. have a higher self value, 3. are not as rebellious toward authority, 4. have less independent-dependent conflicts, 5. have activity patterns which revolve around school, 6. have a more positive and realistic goal orientation, 7. posses better academic skills, i.e. study habits, reading (true only of group II) and positive attitudes toward learning.

In general, this test confirms the findings presented by other researchers in the field. Of special interest is the finding that bright underachievers do not differ from low achievers in most dimensions investigated. In effect, these bright students are functioning at a similar motivational level as students who are not as bright.

From these findings it appears that this test seems to show promise as a diagnostic tool, and as an aid in counseling students. Specifically, it could cut through much of the preliminary "what is your problem" type of investigations common during the early stages of counseling. In addition, it could serve as a means for developing homogeneous counseling groups.

The test suffers from lack of adequate scoring criteria, too many overlapping items, and inadequately defined categories. However, the writer feels the test merits further investigation.

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SCORING CRITERIA FOR
THE SPECIAL INCOMPLETE SENTENCES BLANK

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APPENDIX I

TABLE A-2

Scoring Criteria For Responses In The "Academic Anxiety" Category of the Incomplete Sentences Blank.

Items

1. + Doesn't seem hard; enjoyable; important; challenging; is necessary; rewarding. Any expression indicating that subject recognizes the importance of working hard at school, and does not have a negative attitude toward putting forth this effort.

   - Difficult; boring; not natural for me; tires me out; sometimes hard and sometimes easy (inconsistent). Indication that putting forth effort in school is frowned upon or is not done.

2. + Do the best I can; I try harder; indication that effort is made to improve.

   - I forget about or lose interest in it; then I just fail; indication of a fatalistic attitude; indication that person is disgusted but no action is taken to improve (I worry); I con't care or indication of a lack of concern; I don't work as hard.

3. + Confidence expressed; indication that it is taken in stride.

   - Doubt or pessimistic feelings are expressed; nervous or anxious; statements indicating that S could have studied or prepared better for it.

44. + Expression that it is a normal part of being a student and, therefore, accepted; rewarding; no problem; easy.

   - Difficult; seems hopeless; expression that difficulty is experienced because of daydreaming, or some other reason.

TABLE A-2 (cont'd)

45. + Is important or necessary; indication that action is taken even if difficult; indication that positive results follow (e.g. good grades, approval, etc.); is easy or not difficult.

- Is difficult or very hard; is a pain; negative attitudes expressed; comes the night before; is boring; doesn't do any good; I don't study; any indication that it presents a problem, but no effort is made to overcome the difficulty.

APPENDIX I

TABLE A-3

Scoring Criteria for Responses In The "Self Value" Category Of The Incomplete Sentences Blank

Items

4. + Keep trying; stay with it; try to be as good as possible- average or better. Any indication that person is willing to work at something even though he risks not being first.

   - Don't want to do it; give up; feel bad or discouraged but action to change status is not indicated; try something else; is not unusual. Any indication that person is not willing to work at an activity unless he can be first or tops.

5. + I can do better; I am bright; I am a nice person; I study and work hard; I am a serious student. Generally positive attitude.

   - I don't work hard enough; I am lazy; goof off too much; I am no good. Any deprecating statement. I am average (in this category is scored as a negative although only 3 or 4 gave this response).

7. + Parents feel I can do better; feel I do the best I can. Any indication that parents have a positive feeling toward the student.

   - Immature; lazy; think I'm a know-it-all; don't study enough or don't work hard enough in school; don't try at anything; I am a failure or stupid.

12. + Nice guy; O.K.; could do better; am smart; self-confident; general positive attitude expressed.

   - General negative statements about self; don't work at school as I should. Any indication that abilities are not used; lazy; don't care about anything.

41. + Average, above average or otherwise positive (average is scored positive here because it cannot be assumed that an individual's criterion for average is the bright, middle, or non-bright group. Therefore, the student is given the benefit of the doubt).

   - Below average; lower. Any indication that individual's self-concept regarding his ability is lower than that of most students.

TABLE A-3 (cont'd)

Items

46. + Average, above average, good. Could be better or any indication that individual's self-value is positive.

\- Bad; below average. "Should be better" is scored negative when there is no indication that they actually could be improved.

66. + Indications that expectations are high and within reach; average (is scored positive for the same reasons noted above).

\- Inordinately high expectations or indications that expectations cannot be achieved; uncertain; not high; quite low. Indication that individual has no expectations of himself.

67. + Confidence is positive; I have full confidence in attaining my goal.

\- Indication that confidence is lacking; I have no confidence or have little confidence. Confidence is variable (e.g., it depends on what I'm doing or the subject matter).

APPENDIX I

TABLE A-4

Scoring Criteria for Responses in "Authority Relations" Category of Incomplete Sentences Blank.

Items

8. + Are fair, helpful or responsible; asset to me; feel I am capable or bright; feel I can do better; are knowledgable. Any indication that the relationship between student and teacher is positive.

   - Are nervous; look down on me or dislike me; can't teach or are not so smart; don't understand me; don't care about students; are boring; can't be trusted. General critical statements.

9. + Are fair; try to help; go along with me; like me; doing a good job; have high expectations of me.

   - Too strict; expect too much; distrust me; don't understand me; baby me. Any indication that student is critical of parents.

37. + Orders are carried out; orders carried out if reasons given; orders carried out even if they are disliked. Any indication that authority is respected.

   - Reluctant; I do what I want; ignore them; question them (but no indication that they are carried out). Any indication that authority is not respected.

48. + Parents listen; opinions are valued; discussed and listened; accepted as sound. Indication that a positive relationship exists between student and parents.

   - They ignore me; knocked down with words. Any indication that opinions would be frowned upon, ignored, not respected, or listened to but never acted upon.

APPENDIX I

TABLE A-5

Scoring Criteria For Responses in The "Independence-Dependence Attitude" Category of the Incomplete Sentences Blank.

Items

14. + Indication that an expert is consulted. The expert may be a friend, relative, or teacher.

- I skip it or forget about it; don't ask anyone; other indication that positive action is <u>not</u> taken.

50. + Try to improve or listen discriminately. Any indication that benefit is gained or opinion is respected.

- I don't listen; don't listen unless I like them. Indication that opinion is disregarded or it has to be positive to be acceptable.

64. + Self is major source for establishing standards of performance; others may be consulted, but self has to be included.

- Parents or teachers alone; indication that student wants to please authority figures first and foremost; anyone other than self. Indications that standards are conditional (how I feel, mood I'm in, subject).

APPENDIX I

TABLE A-6

Scoring Criteria For Responses In The "Activity Patterns" Of The Incomplete Sentences Blank.

Items

11. + Activities with academic orientation or tone; various or general activities with no specifications. Any indication that individual takes part in school activities on a regular basis.

\- Sport or social activities only; take part in no activities; only in what I have to do. Indication that individual has no desire to get involved in academic-type activities.

13. + When all hope is lost; when it's over; shows complete failure after I've done my best. Any indication that individual has exerted maximum effort.

\- When things are going wrong or badly; when I lose interest; when I get tired; when I become discouraged. Any indication that project is given up prematurely.

20. + Efforts are either good, better than average or average; recognition that positive results will follow (it is worthwhile).

\- Efforts aren't much; they are wasted; no efforts exerted; are half-hearted. Indication that efforts could be improved but are not.

23. + Specific academic subjects mentioned; school subject in general: Indication that rewards follow efforts.

\- Sports or social activities; nothing or not much; only a subject I like.

27. + Enthusiasm is good (even if for some academic areas); average. Any indication that enthusiasm is positive.

\- Good only for social or athletic activities; short-lived; poor; fluctuates. Any indication that enthusiasm is depressed.

TABLE A-6 (cont'd)

Items

35. + Importance is placed on doing well, going to college or achieving any goal student sets for himself (e.g. good grades or finishing high school).

- Importance placed on popularity. Responses indicate that social interests are most important; general responses such as happiness, wealth or being liked.

36. + Positive attitude is expressed toward being active in school. Indication that it is desired or considered important.

- Withdrawal indicated; isn't easy; not important; not possible.

42. + Indication that school subjects are considered important, necessary or interesting; they are easy.

- They are dull, unchallenging, boring; a waste; difficult. Any indication that attitudes toward school subjects are negative.

47. + Any specific subjects or skills (even athletic), if considered as special talents by the individual, are considered as positive.

- If individual indicates he has no special talents, it is a negative response.

51. + Satisfaction gained from good grades, working hard on an assignment, positive results from academic efforts; any positive academic satisfaction; being praised by teacher.

- Extra-curricular activities; end of day; lunch or gym; indication that no satisfaction is gained from anything at school.

53. + Working hard on an assignment is easy; recognition that time and patience is required.

- Difficult or impossible. Indication of desire but no effort to fulfill this desire is mentioned; conditional positive (e.g. O.K. if I like it or is fine in the beginning).

TABLE A-6 (con't).

Items

57. + Specific subjects mentioned; academic type activities mentioned; any academic challenges mentioned.

- Critical attitudes expressed toward school or academic pursuits; sports or social activities.

62. + Satisfaction achieved from putting forth effort; indication that effort is exerted; indication that putting forth effort is enjoyed.

- Working hard at an assignment results in frustration or disgust; it is disliked; indication that interest is lost; it is put off to the last minute. Any response indication that effort is conditional only (e.g. subject or assignment is liked).

63. + School is most liked because of friendly atmosphere, teachers, or specific subjects; general positive tone of school and academic setting is expressed. Indication that it is a means to a positive end.

- School is most liked because of its social value alone (e.g. being with my buddies, having fun, etc.); sports. Negative attitude expressed (e.g. nothing, end of day, lunch, or study hall.

APPENDIX I

TABLE A-7

Scoring Criteria For Responses In the "Goal Orientation" Category of The Incomplete Sentences Blank.

Items

19. + Project is finished or efforts are made to complete it; preparations are made for working at project.

    - Have to be reminded to finish it; don't maintain interest in it; usually don't finish it; other negative responses indicating lack of action (e.g. never start a project).

22. + Keep working at it; work harder; indication that student has stick-to-itiveness. Any indication that positive action is taken.

    - Consider quitting; lose interest; stop trying or switch interest. Any indication that if immediate result cannot be obtained efforts are ceased.

28. + Keep working toward goal if I want it badly enough; strive for it. Indication that confidence coupled with hard work is required to achieve a distant goal.

    - Wouldn't try for goal unless _____; give it up and try for something else; hope for goal but no work is indicated; forget about it. Any statement indicating that student would prefer <u>not</u> to work for distant goals.

29. + Dissatisfaction expressed toward simply getting by; indication that goals are higher than "getting by"; Any statement indicating that effort is made to improve.

    - Indication that low standards are accepted; satisfied with getting by.

31. + Any statement indicating that student considers this important, valuable, or follows the practice of staying with a project until it is finished.

    - Is difficult, but no indication that the practice is followed; boring or unusual; depends on project; negative results follow.

TABLE A-7 (cont'd)

Items

56. + Indication that it is helpful, important or practice of setting deadlines is followed.

    - Indication that it is of no value or not helpful; it is impossible or is not done; is a waste of time; unnecessary or is not by others.

61. + Plans carried out or kept; indication that plans are reasonable; may have to be adjusted.

    - Plans fail; others blamed for plans failing; started but not finished; not fulfilled or never made.

68. + Goals are high; mention of a profession; to be successful; indication of willingness to work for goal; indication that goals will be achieved.

    - Goal unclear or indefinite; vague response (e.g. to be responsible, good, etc.); goals are either low, "not very high" or extreme (student says: <u>too</u> high or <u>too</u> low); out of reach.

APPENDIX I

TABLE A-8

Scoring Criteria for Responses in the "Academic Skills" and "Career Aspirations" Categories of The Incomplete Sentences Blank.

Academic Skills

Items

24. + Reading ability considered to be average, better than average or good.

    - Not too good; below average; conditional good (only when I find subject interesting); fair.

25. + Is easy or not too difficult; Any indication that this is not a problem.

    - Is hard or not easy. Indication that it is a problem.

26. + Study habits are average or good.

    - Bad; poor; need improvement; good enough to get by; conditional good (e.g. when I stick to it); inconsistent or variable.

43. + Easy; any expression of favorable attitude or that it does not present a problem.

    - Difficult; no good; expression of negative attitudes toward this type of exam; minimizing their difficulty (e.g. easy way to "bull" the teacher).

52. + Any indication that someone who is considered an expert is consulted; student stays with it until he understands it.

    - Indication that student does not seek help or clarification when he needs it; abandons task or ignores it.

55. + Math. courses not considered a problem (are challenging, fun, interesting, etc.); favorite subject.

    - Difficult; difficult but interesting; feared or hated.

60. + Understanding what is read presents no problem.

    - Isn't easy or is difficult; any expression that it presents a problem.

TABLE A-8 (cont'd)

Career Aspirations

21. + Profession indicated; indication that career aspiration is above or par with potential; indication, in general way, that improvement is desired (e.g. I would like to be better or a college graduate).

- More popular; indication that career aspiration is below potential, or obviously unrealistic and out of reach.